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ABSTRACT

This paper addresses difficult issues in evaluation of college faculty for scholarship, teaching, and service particularly noting areas that trouble faculty themselves. A section on evaluation of teaching notes long standing debate and disagreement. This section then lists many of the central questions around evaluation of teaching and notes that some faculty pay little attention to teaching in order to focus more on research and scholarship. A discussion of evaluation of scholarship considers the following issues: the problems of publishing; the difficulty of placing articles with reputable journals; the different status and quality levels of conferences where papers are presented; the difficulty of evaluating the quality of published pieces; the possibility of faculty working with presses in a relationship where the author virtually pays to have his or her book published; and the mining of data from vast research projects for information of perhaps questionable usefulness. The section on evaluating faculty service to the institution describes the very extensive time demands of advising and committee work and the difficulties connected with effectively evaluating such work. A final section notes that often the administrators evaluating a faculty member's research productivity do not have the expertise to accurately assess scholarship. (JB)

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THE SPLIT " T " OFFENSE VERSUS THE FULL COURT PRESS : IMPLICATIONS FOR HIGHER EDUCATION

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ABSTRACT

THIS PAPER REVIEWS SOME OF THE MOST CRITICAL ISSUES IN TERMS OF THE EVALUATION OF COLLEGE FACULTY IN UNIVERSITIES ACROSS AMERICA AND THE WORLD. SPECIFIC ATTENTION IS FOCUSED ON THE RESEARCH , TEACHING, AND SERVICE DOMAINS. MAJOR CONCERNS ARE RAISED REGARDING THE EVALUATION OF TENURED FACULTY.

THE EVALUATION OF COLLEGE FACULTY MEMBERS CONTINUES TO BE A PROBLEMATIC ISSUE YEARLY. ADMINISTRATIVE PERSONNEL AND FACULTY SPEND LARGE AMOUNTS OF TIME ENGAGING IN THE EVALUATION PROCESS AND DEBATING AND DISCUSSING THE RESULTS OF SAID EVALUATION PROCESS. IN ADDITION, THERE IS MOVEMENT AFOOT TO EVALUATE TENURED FACULTY (GOODMAN, 1990).

THIS PAPER ADDRESSES A NUMBER OF CRITICAL ISSUES RELATIVE TO FACULTY EVALUATION. THE SATIRICAL TITLE REFLECTS SOME OF THE EXASPERATION THAT FACULTY FEEL REGARDING THE EVALUATION OF THEIR SCHOLASTIC WORK I.E. THAT THE ADMINISTRATORTS WHO ARE EVALUATING THEM HAVE ABSOLUTELY NO IDEA WHAT IT IS THEY ARE RESEARCHING OR WRITING ABOUT AND HAVE NO WAY OF CLEARLY, OBJECTIVELY EVALUATING THEM. THIS PAPER REVIEWS THE TRIARCHIC CHARGE OF FACULTY MEMBERS AT COLLEGES AND UNIVERSITIES- TO ENGAGE IN TEACHING, RESEARCH AND SERVICE. THE EVALUATION OF THESE THREE AREAS WILL BE COMPREHENSIVELY DISCUSSED WITH PITFALLS IDENTIFIED AND CONCERNS ADDRESSED.

CONCERNS RELATIVE TO TEACHING

THE EVALUATION OF TEACHERS AND TEACHING HAS A LONG NOTORIOUS HISTORY OF DEBATE, DISCUSSION, AND ARGUMENTATION. WHAT EXACTLY IS GOOD TEACHING ? HOW DO WE EVALUATE COMPETENT TEACERS? DO STUDENTS HAVE THE NECESSARY SKILLS TO CRITICALLY EVALUATE DOCTORAL LEVEL PERSONNEL ?

SHOULD STUDENTS BE DOING THE EVALUATION OR SHOULD PROFESSIONAL STAFF BE HIRED TO DO THIS TASK OR CHORE ? WHAT ABOUT THE EVALUATION INSTRUMENT ? SHOULD A FIVE POINT LIKERT SCALE BE USED ? CAN ENGLISH BE EVALUATED IN THE SAME MODE AS PHYSICAL EDUCATION OR CHEMISTRY ? WHAT ABOUT INSTRUCTIONAL TIME THAT IS LOST DUE TO EVALUATIVE EFFORTS ? SHOULD ALL CLASSES BE EVALUATED ? SHOULD GRADUATE CLASSES AND UNDERGRADUATE CLASSES BE EVALUATED ACCORDING TO THE SAME PRINCIPLES OR BY THE SAME PERSONNEL ? WHAT ABOUT ONE FACULTY MEMBER WHO TEACHES ALL FRESHMEN INTRO CLASSES AND ANOTHER THAT TEACHES SIMPLY GRADUATE LEVEL CLASSES ?

THE ISSUES REGARDING THE EVALUATION OF FACULTY MEMBERS AND THE PERILS AND PITFALLS OF EVALUATION HAVE BEEN REVIEWED BY NEELY AND SHAUGHNESSY (1987)

BASICALLY, FRESHMEN IN COLLEGE MAY NOT HAVE HAD A GREAT MANY " GOOD " TEACHERS DURING HIGH SCHOOL. EVEN AS THEY PASS THROUGH COLLEGE, THEY MAY HAVE ONLY MINIMAL CONTACT WITH TRULY GREAT TEACHERS WHO ARE ABLE TO MOTIVATE AND INSTILL AN INTEREST IN LEARNING. MANY FACULTY MEMBERS GIVE TEACHING A LOW PRIOTITY SO THAT THEY CAN PURSUE THEIR OWN RESEARCH AND PUBLISING CONCERNS. JOHN KENNETH GALBNRAITH HAS WRITTEN AN EXCELLENT BOOK ON THIS TOPIC ENTITLED " A TENURED PROFESSOR " (1990)

A FACULTY MEMBER IN PHYSICAL EDUCATION MAY PRESENT A PAPER AT A NATIONAL CONFERENCE WITH THE TITLE USED IN THIS

PAPER . MOST ADMINISTRATORS WOULD PRESUME THAT THE PAPER HAD SOMETHING TO DO WITH EITHER FOOTBALL OR BASKETBALL OR SPORTS OR BOTH, OR SOMETHING TO THAT EFFECT. IN EITHER REGARD, THE FACULTY MEMBER HAS " ANOTHER THREE LINES " ON HIS OR HER RESUME.

IT IS NOT KNOWN HOW WELL THE PAPER WAS RECEIVED. IT IS NOT KNOWN WHETHER 5 OR 50 OR 500 PEOPLE ATTENDED THE LECTURE.

IT MAY HAVE COST THE PROFESSOR A REGISTRATION FEE OF $ 25.00 OR $ 125.00 TO ATTEND THIS CONFERENCE. NO ONE HAS STUDIED (AT LEAST TO MY KNOWLEDGE) THE CORRELATION BETWEEN STATUS OF CONFERENCE AND REGISTRATION FEE. SOME CONFERENCES CHARGE A VERY HIGH REGISTRATION FEE AND PUBLISH EITHER THE ABSTRACTS OF PAPERS, OR IN SOME INSTANCES THE ENTIRE PROCEEDINGS OF THE CONFERENCE. SOME CONFERENCES CHARGE A LOWER FEE , BUT THERE IS A DISTINCT REFEREE PROCESS- NOT ALL PAPERS ARE ACCEPTED, AND IN FACT, IN SOME CONFERENCES, 50 TO 60 % OF THE PAPERS ARE REJECTED.

IT IS DIFFICULT TO ASCERTAIN THE QUALITY OF THIS PAPER. SOME MAY WAX AND WANE OVER THIS PAPER FOR MANY YEARS AND GIVE IT THE ACCOLADES IT DESERVES; FOR OTHERS THIS PAPER WILL END UP IN THE BIG GARBAGE CAN IN THE SKY- E.R.I.C.- (PLEASE DON'T SUE ME ERIC-)

EDUCATIONAL RESOURCES INFORMATION CLEARINGHOUSE OR RESOURCES

IN EDUCATION. CLEARLY, MY CALLING IT A " BIG GARBAGE CAN " REFLECTS MY OWN VALUES AND STANDARDS- AT THE DOCTORAL OR PROFESSORIAL LEVEL. IT MAY CONCEIVABLY BE PUBLISHED SOMEWHERE, AT SOME TIME, IN SOME ESOTERIC JOURNAL IN SOME FAR FLUNG CORNER OF THE UNIVERSE (ISSUES IN NORTH DAKOTA HIGER EDUCATION) OR IT MAY NEVER BE PUBLISHED. THERE MAY BE 5 REFERENCES AT THE END OF THIS PAPER OR THERE MAY BE NO REFERENCES AT THE END OF THIS PAPER. IT IS CONCEIVABLE THAT HARVARD EDUCATIONAL REVIEW MAY LIKE THIS PAPER. (IT MAY NOT BE PUBLISHED, BUT THEY MAY LIKE IT) AND IT COULD ALSO SIT ON SOME EDITOR'S DESK FOR TWO YEARS. (ONE PAPER SUBMITTED BY THIS AUTHOR TO A MAJOR REFEREED JOURNAL " SAT " FOR APPROXIMATELY FOUR YEARS WHILE TWO EDITORS CHANGED. IN ANOTHER INSTANCE, IN THIS AUTHOR'S EXPERIENCE, A PAPER TO BE PUBLISHED WAS HELD UNTIL THE JOURNAL WENT OUT OF BUSINESS.

ONE PAPER PUBLISHED BY THE FIRST AUTHOR RECEIVED GLOWING ACCOLADES IN A MAJOR NATIONAL PUBLICATION (IN SPITE OF THE FACT THAT THE SAMPLE SIZE WAS NOTORIOUSLY SMALL !)

WITH GLOBAL INTERNATIONALISM BECOMING A PREVALENT CONCERN, MANY FACULTY ARE PUBLISHING IN THE JOURNALS OF OTHER COUNTRIES. ONE PAPER THAT WILL BE VERY DIFFICULT FOR ADMINISTRATIVE PERSONNEL TO EVALUATE IS " BITI STARS SAMOSTOJNO UCECEGA OTROKA " PUBLISHED IN 1991 BY THE FIRST AUTHOR AND A GRADUATE STUDENT (SHAUGHNESSY AND SCOTT , 1991) THE PAPER WAS TRANSLATED INTO YUGOSLAVIAN AND PUBLISHED

IN A JOURNAL NAMED " EDUCA " .SINCE MOST ADMINISTRATORS AND EVEN FACULTY CANNOT READ YUGLOSLAVIAN (ACTUALLY IT WAS PUBLISHED IN SLOVENIAN, A DIALECT OF YUGOSLAVIA), IT WILL BE DIFFICULT TO DETERMINE THE MERITS OF THE ARTICLE. IT DID COMPRISE 5 PAGES OF TYPE, SINGLE SPACE, BUT IT'S RELEVANCE HAS YET TO BE DETERMINED.

A MAJOR CONCERN IS THE CARLTON PRESS OR VANTAGE PRESS SYNDROME I.E. PROFESSORS CAN PAY TO HAVE THEIR BOOKS PUBLISHED. THERE ARE A NUMBER OF OTHER LESSER KNOWN PUBLISHING HOUSES WHICH PUBLISH BOOKS, BUT THEIR NAMES SHALL NOT BE MENTIONED HERE TO PROTECT THOSE FACULTY WHO MAY STILL NEED THEIR BOOKS PUBLISHED.

THE " PUBLISH FOR PAY " SYNDROME IS STILL ALIVE AND WELL AND STILL WITH US- CALL IT WHAT YOU WANT, THERE ARE STILL JOURNALS WHO ASK FOR TYPESETTING FEES, PUBLICATION ASSISTANCE FEES, A SUBSCRIPTION TO THEIR JOURNAL OR MEMBERSHIP IN THEIR ORGANIZATION AS PREREQUISITES TO PUBLICATION. IN SOME INSTANCES, THE MESSAGE IS NOT CLEAR; IN OTHER INSTANCES IT IS CLEAR AND DIRECT.

" SHOTGUN EMPIRICISM "

FOR THE CONCEPT OF " SHOT GUN EMPIRICISM " I AM ENDEBTED TO KIMMO LEHTONEN OF FINLAND WHO PARTICIPATED IN A NATIONAL CONFERENCE. A RESEARCHER REPORTED THE RESULTS OF HIS 495 QUESTION QUESTIONNAIRE. HE CONTINUED TO EXAMINE

EACH QUESTION FROM THE POINT OF VIEW OF VARIOUS VARIABLES- I.E.,SEX, EDUCATION, SOCIO-ECONOMIC STATUS, AND A HOST OF OTHER VARIABLES. HE FINALLY FOUND SOME SIGNIFICANT RESULTS AFTER ANALYZING ALL OF THIS DATA. THIS " BUCKSHOT " KIND OF APPROACH IS USED BY SOME RESEARCHERS TO ASCERTAIN SOMETHING OF SIGNIFICANCE WHEN THEY ARE REALLY NOT SURE WHAT EXACTLY IT IS THEY ARE LOOKING FOR- THEY HAVE LOTS AND LOTS OF PAPER AND HAVE FOUND SOME SIGNIFICANT STUFF, BUT THE WAY IN WHICH THE SIGNIFICANCE WAS PROCURED LEAVES SOMETHING TO BE DESIRED.

" CLASSICAL DUETS " IS ANOTHER CONCEPT TAKEN FROM DR. LEHTONEN. THIS SCENARIO ENTAILS TWO PEOPLE- ONE A STATISTICIAN AND THE OTHER A RESEARCHER WHO HAS COLLECTED A VAST AMOUNT OF DATA. THE STATISTICIAN ANALYZES THE DATA IN EVERY CONCEIVABLE MANNER USING EVERY PARA METRIC OR NON PARAMETRIC PROCEDURE THAT HE OR SHE CAN THINK OF AND THEN THE TWO RESEARCHERS REPORT SIGNIFICANT RESULTS USING WHATEVER METHODOLOGY THAT ENJOY MOST.

LASTLY IS THE " ADAM AND EVE " POSITION TAKEN BY SOME PEOPLE WHO FAVOR FACTOR ANALYTIC STUDIES. THEY UTILIZE EVERY CONCEIVABLE ROTATION TO FIND SOME SORT OF INTERESTING SIGNIFICANT MATERIAL TO WRITE ABOUT. IN ONE STUDY, TWO DIAMETRICALLY OPPOSITE FACTORS WERE FOUND TO LOAD ON THE SAME FACTOR. IN REVIEWING THIS PIECE THIS AUTHOR BEGAN TO FEEL THAT THE RESEARCHER COULD CONCEIVABLY FIND THAT " ADAM

AND EVE " WOULD LOAD ON THE SAME FACTOR.

THE " SERVICE " COMPONENT

IN TERMS OF SERVICE, PROFESSORS CONTRIBUTE A GREAT DEAL OF TIME TO THE COLLEGE/UNIVERSITY AND THE COMMUNITY IN TERMS OF SERVICE. STUDENT ASSISTANCE AND ADVISING CONSUMES ENORMOUS AMOUNTS OF TIME. AFTER CLASS DISCUSSION OFTEN CONSUMES GARGANTUAN AMOUNTS OF TIME. FILLING OUT LETTERS OF REFERENCE EATS UP VERY LARGE AMOUNTS OF TIME.

COMMITTEES ARE THE BANE OF THE ACADEMIC COMMUNITY. THEY ARE A NECESSARY EVIL, YET AGAIN, HUMONGOUS (IS THERE SUCH A WORD?) AMOUNTS OF TIME ARE CONSUMED IN INEFFECTIVE, SLOW, PONDEROUS, COMMITTEES WHEREIN ISSUES ARE DEBATED AND AGENDAS ARE NOT ADHERED TO. SADLY, FOR MANY COLLEGE PROFESSORS, THEY HAVE NOT HAD A CLASS IN HOW TO CONDUCT EFFICIENT, EFFECTIVE COMMITTEE MEETINGS.

HOW CAN ADMINISTRATORS EVALUATE ONE'S CONTRIBUTIONS TO THESE COMMITTEES ?

HOW CAN FACULTY DOCUMENT THEIR ATTENDANCE AND CONTRIBUTIONS TO THESE MEETINGS ?

ONE FACULTY MEMBER USED COMMITTEE MEETINGS TO OPEN HIS MAIL WHILE ANOTHER GRADED PAPERS DURING THE LONG MONOTONOUS REVIEW OF THE MINUTES OF THE LAST MEETING.

A FACULTY MEMBER, SADLY WAS ON 17 COMMITTEES ONE YEAR. IT IS THIS AUTHOR'S BELIEF THAT THIS CONTRIBUTED TO HIS MASSIVE

HEART ATTACK. BY DINT OF VARIOUS POSITIONS, SOME FACULTY FACE MORE COMMITTEE TIME THAN OTHERS. OTHER FACULTY AVOID COMMITTEE DUTY LIKE THE PLAGUE- LEAVING OTHERS TO FACE THESE BURDENS.

THE EVALUATION OF ACADEMIC ADVISING

ALTHOUGH PROFESSORS ARE GIVEN STUDENTS TO ADVISE, THERE IS LITTLE, IF ANY, EVALUATION OF THE ADVISING PROCESS. STUDENTS ARE SIMPLY NOT ASKED TO EVALUATE THE QUALITY OR QUANTITY OF ADVISING TIME THEY RECEIVE. THERE IS NO GENERALLY AGREED UPON INSTRUMENT TO EVALUATE " ACADEMIC ADVISING " . YET MUCH TIME IS CONSUMED YEARLY IN THE MAJOR/MINOR DEBATE AND THE GENERAL EDUCATION REQUIREMENTS AND ELECTIVES CONCERN. IT IS OUR CONTENTION THAT QUALITY ADVISING DOES MAKE A DIFFERENCE IN TERMS OF STUDENT SUCCESS. SADLY, LITTLE EMPIRICAL DATA IS AVAILABLE TO CORROBORATE THIS FACT.

THE EVALUATION OF RESEARCH

IN MANY CASES, SOME " EVALUATORS " SIMPLY DO NOT HAVE THE TECHNICAL AND STATISTICAL SKILLS TO EVALUATE PUBLISHED PAPERS. IN HIS CAPACITY AS EDITOR OF A JOURNAL AND AS A REVIEWER FOR SEVERAL INTERNATIONAL JOURNALS, THE FIRST AUTHOR HAS BEEN OFTEN FLABBERGASTED IN HIS REVIEW OF PAPERS SUBMITTED FOR PUBLICATION. IN MANY INSTANCES, THE ENGLISH AND GRAMMAR IS JUST PLAIN POOR AND THERE IS BORING TEPID

WRITING. IN OTHER INSTANCES, WE HAVE VERY LONG SENTENCES THAT END IN PERCENT - SUCH AS " BLAH BLAH, BLAH BLAH PERCENT, BLAH BLAH, BLAH, BLAH, PERCENT " THIS WAS LISTED AS AN EMPIRICAL DATA BASED PAPER. IN OTHER INSTANCES PAPERS HAVE BEEN RECEIVED THAT CONTAIN DATA THAT SHOULD HAVE BEEN ANALYZED IN A NON-PARAMETRIC FASHION, RATHER THAN A PARAMETRIC FASHION. IN ONE STUDENT'S MASTER'S THESIS, THE STUDENT TRIED TO CONVINCE BOTH HIS MAIN ADVISOR AND THE CHAIR OF HIS COMMITTEE THAT IT WAS " OKAY " TO DO " T-TESTS WITH THREE INDEPENDENT GROUPS " . FLAGRANT ERRONEOUS STATISTICAL ANALYSES ARE OFTEN FOUND, OR MEDIOCRE DATA ANALYSES ARE CONDUCTED.

THERE ARE PROFESSORS WHO CONDUCT COMPLEX STATISTICAL ANALYSES SUCH AS MULTIPLE REGRESSIONS,(BOTH STEP WISE AND OTHERWISE) DISCRIMINANAT ANLAYSES, FACTOR ANALYSIS AND OTHER MULTIPLE ANAYSES OF CO-VARIANCE.

OTHER PROFESSORS DO LITERATURE REVIEW OF THE LITERATURE OR THOUGHT PIECES. ARE EITHER OF THESE FORMS OF " RESEARCH "BETTER THAN ANY OTHER FORM ?

CERTAIN PROFESSORS PUBLISH REAM AND REAMS OF PAPER AND DATA THAT ARE SIMPLY IRELEVANT AND TEND TO " STRETCH " THE DATA FOR ALL IT IS WORTH AND PUBLISH TANGENTIAL, IRRELVANT INFORMATION THAT IS NOT DIRECTLY SALIENT TO THE RESEARCH CITED.

SUMMARY AND CONCLUSIONS

THIS PAPER HAS ATTEMPTED TO ADDRESS SOME CRUCIAL, CRITICAL ISSUES REGARDING THE EVALUATION OF HIGHER EDUCATION FACULTY. MUCH WORK NEEDS TO BE DONE AND MANY ISSUES NEED TO BE ADDRESSED.

GALBRAITH, J.K. (1990) A TENURED PROFESSOR

GOODMAN, M.J. (1990) THE REVIEW OF TENURED FACULTY JOURNAL OF HIGHER EDUCATION 61, 4, PP 408-424